



Senate

General Assembly

File No. 223

January Session, 2011

Substitute Senate Bill No. 1026

Senate, March 28, 2011

The Committee on Program Review and Investigations reported through SEN. FONFARA of the 1st Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

**AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE
LEGISLATIVE PROGRAM REVIEW AND INVESTIGATIONS
COMMITTEE CONCERNING A PUBLIC AGENDA FOR HIGHER
EDUCATION.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

- 1 Section 1. (NEW) (*Effective October 1, 2011*) (a) There is established a
- 2 leadership group to develop a public agenda for higher education that
- 3 includes state-wide higher education goals based on identified state
- 4 needs, strategies for achieving such goals, performance measures to
- 5 assess the progress made toward achieving such goals and incentive
- 6 funding to ensure that such goals are achieved. The leadership group
- 7 shall consist of fourteen members, with experience in higher
- 8 education, as follows: (1) Seven members appointed by the Governor;
- 9 (2) one member appointed by the speaker of the House of
- 10 Representatives; (3) one member appointed by the president pro
- 11 tempore of the Senate; (4) one member appointed by the majority
- 12 leader of the House of Representatives; (5) one member appointed by

13 the majority leader of the Senate; (6) one member appointed by the
14 minority leader of the House of Representatives; (7) one member
15 appointed by the minority leader of the Senate; and (8) the
16 Commissioner of Higher Education who shall serve as a nonvoting ex-
17 officio member. No appointed member of such leadership group may
18 be employed by or a member of the board of trustees of any
19 constituent unit or any independent institution of higher education.
20 The Governor shall select one of the fourteen members to act as
21 chairperson of such leadership group.

22 (b) For purposes of developing such public agenda, the leadership
23 group shall perform the following functions: (1) Develop a public
24 needs report that (A) is based on an analysis of data regarding (i)
25 population and demographic trends, (ii) economic and workforce
26 conditions and needs, (iii) the state of college preparation, (iv) the
27 extent of postsecondary access, completion and affordability, (v)
28 student learning options, (vi) higher education finance, and (vii) the
29 differences in the missions and capacities of the constituent units and
30 (B) describes (i) the current and projected condition of this state over
31 the next twenty years with regard to education, workforce and social
32 and economic needs, (ii) the areas in which changes and improvements
33 must be made to meet such needs, and (iii) the specific responsibilities
34 that the constituent units and independent institutions of higher
35 education must assume in order to meet such needs; (2) develop a
36 higher education policy audit report that assesses the extent to which
37 current policies contribute to or inhibit this state's ability to meet the
38 state's needs identified in the public needs report; (3) engage
39 stakeholders, including the constituent units and independent
40 institutions of higher education, and solicit feedback from such
41 stakeholders on the public needs report and policy audit report; (4)
42 analyze current financing policies, practices and accountability and
43 develop a finance report with recommendations as to how (A) to align
44 such policies and practices with the priorities set forth in the public
45 agenda priorities report required under subdivision (5) of this
46 subsection, including the development of a finance model for the
47 allocation of state appropriations to the constituent units that includes

48 both a base amount of funding and the use of performance-based
49 incentive funding for at least a portion of such allocation, (B) the
50 constituent units shall annually report to the General Assembly and
51 the public in a clear, concise and thorough manner regarding each
52 constituent unit's expenditures, staffing and state support, including
53 the state appropriation, personnel expenses, personnel fringe benefits,
54 capital improvement bonds and state financial aid to students, and (C)
55 financial aid policies can ensure that scarce resources produce desired
56 results and support the public agenda; and (5) use the information
57 garnered from the public needs report, higher education policy audit
58 report, finance report and feedback from the stakeholders to develop a
59 public agenda priorities report that shall include specific strategies,
60 measurable and quantifiable objectives and interim benchmarks to
61 address each state priority identified in such report.

62 (c) The leadership group shall present the public agenda priorities
63 report, which shall include the public needs report, the higher
64 education policy audit report and the finance report, to the Governor
65 and the joint standing committee of the General Assembly having
66 cognizance of matters relating to higher education and employment
67 advancement not later than January 31, 2012.

68 (d) The Department of Higher Education shall monitor the progress
69 of each constituent unit and this state in implementing the public
70 agenda and report on such progress to the joint standing committee of
71 the General Assembly having cognizance of matters relating to higher
72 education and employment advancement not later than January 1,
73 2013, and annually thereafter.

74 (e) Not later than ten years after the development of the initial
75 public agenda priorities report and every ten years thereafter, the
76 Board of Governors of Higher Education shall reanalyze this state's
77 education, workforce and economic trends, compare such trends to the
78 state goals set forth in the public agenda priorities report and revise
79 such goals as necessary to meet emerging or changing state needs.

This act shall take effect as follows and shall amend the following sections:

Section 1	<i>October 1, 2011</i>	New section
-----------	------------------------	-------------

PRI *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note**State Impact:**

Agency Affected	Fund-Effect	FY 12 \$
Legislative Mgmt.	GF - Potential Cost	less than \$5,000

Note: GF=General Fund

Municipal Impact: None**Explanation**

The bill, which establishes a leadership group to develop a public agenda for higher education in Connecticut and requires the Department of Higher Education to monitor and report on the group, is anticipated to cost less than \$5,000 in FY 12 due to mileage reimbursement.

Agencies would incur minimal costs (estimated to be less than \$5,000) associated with mileage reimbursement of 51 cents per mile for legislators and agency staff (who seek such reimbursement) participating on the leadership group.

The Out Years

There is no cost in the out years, as the group is required to submit their report by January 31, 2012.

OLR Bill Analysis**sSB 1026*****AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE
LEGISLATIVE PROGRAM REVIEW AND INVESTIGATIONS
COMMITTEE CONCERNING A PUBLIC AGENDA FOR HIGHER
EDUCATION.*****SUMMARY:**

This bill establishes a 14-member leadership group to develop a public agenda for higher education in Connecticut. The agenda must include statewide higher education goals based on identified state needs, strategies for achieving the goals, incentive funding to ensure that they are achieved, and performance measures to assess progress.

The public agenda has four interrelated components: (1) a public needs report, (2) a higher education policy audit report, (3) a finance report, and (4) a public agenda priorities report. The leadership group must present the public agenda priorities report, which includes the other reports, to the governor and the Higher Education Committee by January 31, 2012.

The Department of Higher Education (DHE) must monitor the progress of the state and constituent units in implementing the public agenda and annually report the progress to the Higher Education Committee starting January 1, 2013. Every 10 years, the Board of Governors of Higher Education must re-analyze the state's education, workforce, and economic trends and compare them with the goals established by the initial public agenda priorities report. If necessary, the board must revise the goals to meet emerging or changing state needs. The first such review must occur no later than 10 years after the development of the initial public agenda priorities report.

EFFECTIVE DATE: October 1, 2011

LEADERSHIP GROUP MEMBERSHIP

Under the bill, the governor appoints seven members and designates the chairperson (who does not have to be a gubernatorial appointee), each of the six legislative leaders appoints one member, and the DHE commissioner is an ex-officio, nonvoting member. Members must have higher education experience but may not be an employee or member of a board of trustees of any public or private higher education institution.

PUBLIC NEEDS REPORT AND POLICY AUDIT

The public needs report must describe (1) the state's current and projected education, workforce, social, and economic needs over the next 20 years; (2) areas where changes and improvements are necessary to meet these needs; and (3) specific responsibilities of public and private higher education institutions. The report must be based on an analysis of data of (1) population and demographic trends; (2) economic and workforce conditions and needs; (3) the state of college preparation; (4) the extent of postsecondary access, completion, and affordability; (5) student learning options; (6) higher education finance; and (7) differences in the constituent units' missions and capacities.

The leadership group must next complete a higher education policy audit report that assesses how well current policies meet the needs identified in the public needs report. The group must then solicit feedback on the two reports from stakeholders, including the constituent units and independent higher education institutions.

FINANCE REPORT

The finance report must analyze current financing policies, practices, and accountability. It must make recommendations concerning

1. the alignment of finance policies and practices with the priorities identified in the public agenda priorities report, including the development of a finance model that uses performance-based incentive funding as the basis for at least

part of the constituent units' state appropriations;

2. transparent and thorough annual reporting by the constituent units to the General Assembly and the public of their expenditures, staffing, state appropriation, personnel expenses and fringe benefits, capital improvement bonds, and state financial aid to students; and
3. how financial aid policies can produce desired results and support the public agenda.

PUBLIC AGENDA PRIORITIES REPORT

Under the bill, the leadership group must use the information from the first three reports and stakeholders' feedback to produce a public agenda priorities report. It must include specific strategies, measurable and quantifiable objectives, and interim benchmarks to address each state priority.

COMMITTEE ACTION

Program Review and Investigations Committee

Joint Favorable Substitute

Yea 12 Nay 0 (03/11/2011)